

Sgoil Araich Uig Day Care of Children

Uig School
Timgarry
Uig
Isle of Lewis
HS2 9HX

Telephone: 01851 822 872

Type of inspection:
Unannounced

Completed on:
5 February 2026

Service provided by:
Comhairle nan Eilean Siar

Service provider number:
SP2003002104

Service no:
CS2009236748

About the service

Sgoil Araich Uig is provided by Comhairle Nan Eilean Siar, and is registered to provide a daycare service to a maximum of 15 children aged from two years to school age. There were six children present at the time of our inspection.

The service is located in the school campus. The service operates from a purpose-built nursery within Sgoil an Uig, on the Isle of Lewis, in the Western Isles. The service has one playroom and has safe easy access to outdoor play areas within the school grounds.

It is located close to local shops, farms and green spaces.

About the inspection

This was an unannounced inspection which took place on 4 and 5 February 2026 between 08:45 and 16:15. Feedback was given to the service on 5 February 2026. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with six children attending the service
- spoke with one member of staff and the manager
- observed practice and daily life
- reviewed documents
- received electronic feedback from three families.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within the Leadership heading of this report.

Key messages

- The setting demonstrated strong, nurturing leadership with collaboratively developed and clearly embedded values, resulting in a shared sense of ownership that consistently supported positive outcomes for children.
- Quality assurance and self evaluation were carried out rigorously and collaboratively, ensuring that improvements were meaningful, well aligned with guidance, and consistently enhanced the quality of children's experiences.
- Children were confident and enthusiastic outdoors, but the limited range of open ended resources reduced opportunities for deeper exploration and creativity.
- Staffing constraints occasionally limited children's choices and the quality of interactions. The service had recognised this and was actively recruiting additional staff to enhance flexibility, play opportunities and consistent support across the day.
- Interactions were warm and attuned, demonstrating a strong understanding of each child as an individual and ensuring children felt genuinely supported, understood and emotionally secure throughout the day.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality indicator: Leadership and management of staff and resources

Leadership within the early learning and childcare setting was strong, nurturing and clearly focused on ensuring positive outcomes for children. The vision, values and aims of the setting were developed collaboratively and were well understood by everyone involved. Children contributed through discussions, shared play experiences and expressive arts, which led to the creation of a simple and memorable song that captured the core values of kindness, inclusion and curiosity. This collaborative approach created a strong sense of ownership and ensured the vision, values and aims were meaningful and clearly embedded in everyday practice.

Communication with families was open and highly valued. A parent explained, "We can talk informally at pick up and drop off. Responses to Seesaw messages and comments come when there is a chance, and we arrange a meeting regularly to discuss our child's progress when it is the focus week. I'm sure if we wanted to speak more regularly, a meeting would be arranged." This flexible and responsive approach promoted meaningful partnership working.

The nursery manager played an active and visible role, strengthening leadership across the setting. One parent shared, "The nursery manager is highly involved in the nursery - we often see this at drop off and we have a good relationship. Friendly and approachable to parents and children and knows the children well." Parents also appreciated the prompt and constructive communication when concerns arose, commenting, "When there have been concerns about our child a meeting happened promptly to tell us how things had been handled and discuss how to support our child - we are happy with the way this has all been dealt with and the open, constructive relationship we have."

Quality assurance and self evaluation were used effectively to maintain and develop high quality provision. Regular reflection, feedback from families, and observations of children's play informed realistic and meaningful improvement priorities. Collaboration between the playleader and nursery manager strengthened monitoring processes. This ensured that developments remained aligned with children's needs, national guidance and the overall vision of the setting.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Playing, learning and developing

Children were happy, relaxed and fully involved in their play. The atmosphere felt warm and welcoming, and children moved confidently around the space, choosing what they wanted to do and leading their own learning. Play felt meaningful because it was based on what children were interested in and what they needed at that moment.

Improvements in how learning was tracked meant that staff had a much clearer picture of each child's progress. Observations were more focused, and the tracking tools helped build a more accurate story of what children were learning over time. This meant that activities and experiences were better matched to each child, and children stayed engaged for longer, showing curiosity and deeper involvement. Families said they found the more regular updates helpful, as it was easier to see how learning was progressing and how they could support this at home.

Children enjoyed rich Gaelic experiences throughout their day. Natural conversations in Gaelic helped children use the language confidently, and parents often shared that they were hearing real progress at home, such as new words, songs and phrases. This showed that the Gaelic used in play was building children's confidence and understanding.

Some families shared that in previous years, children had benefited from regular time with the Gaelic medium lower class. This had helped children hear more natural Gaelic between adults and supported a smoother transition for those moving on. Due to staffing and room changes, this experience had reduced, and some families felt this had been a loss. However, children continued to be supported well. Expectations for using Gaelic stayed high, and children were gently encouraged to rephrase in Gaelic or lead small literacy moments. This helped to develop children's knowledge and skills.

Outdoors, children were confident and enthusiastic, especially with bikes and physical play. However, there were fewer open ended resources available, which limited the range of exploration, creativity and challenge outdoors. The setting had already identified outdoor learning as an improvement area. The addition of more natural, loose parts materials would help children investigate, problem solve and express their ideas more fully. Further developing outdoor play and giving children more chances to talk about their own learning would help deepen their experiences.

Children took part in a range of experiences that helped them build social skills, confidence and understanding of the world around them. Trips into the community, visits to local places, and time spent outdoors all supported learning in real and engaging ways. Parents and carers who provided feedback were positive about the experiences their children had to engage in their local community one of their comments included "My child has a wide range of outdoor experiences. These include walks to the beach and to the local shop, visits to the playground where he can use the swings, slide, and climbing frame, bike riding, and the mini woodland out the back. These experiences support his physical development, confidence, and enjoyment of being outdoors."

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Nurturing care and support

Children were happy, settled and confident in their surroundings. Across the session, strong, positive relationships could be seen between the six children, who were kind to each other and often shared cuddles, laughter and gentle moments of friendship. Children moved comfortably around the space, showing that they felt safe, secure and emotionally connected to those around them.

Interactions were warm and considerate, and staff showed genuine interest in the children. This reflected a strong understanding of each child as an individual and an ability to tune into their needs, moods and communication cues. The calm, responsive approach helped children feel understood and supported throughout the day.

The playleader demonstrated skilled, leadership and maintained a warm, trusting environment where children felt safe, valued and confident to explore. Parents described strong relationships stating, "The playleader knows the children extremely well as individuals. Kind and caring, and easily approachable and talk to (both for children and their parents)." Children benefitted from this depth of understanding and the stability created through the consistent care of the playleader.

At the time of our visit, the service was operating with only one member of staff. On occasion we found that children's choices were sometimes limited. At times, children had differing needs, such as when outdoor play was happening and one child wished to come indoors. This required the staff member to position themselves between indoors and outdoors. This impacted on the quality of interactions and limited the depth of supervision that could be offered in either space. The service were aware of this and were in the process of recruiting an additional staff member to improve flexibility, increase play options and enhance the consistency of support across the day.

Personal plans were robust, meaningful and updated regularly. Information within the plans reflected children's routines, preferences and any changes at home or in wellbeing, helping ensure that care remained consistent and attuned. Staff used the plans effectively, which meant children experienced care that matched their needs in the moment and supported smooth transitions between play, rest, meals and routines.

Snack time was a calm, inviting experience. Children sat together at a beautifully presented table, complete with a tablecloth, flowers and china cups and plates. They enjoyed toast, milk, apples and bananas, and confidently spread their own butter or poured drinks. Gaelic was used naturally throughout, with a mix of fluent speakers and children making progress. Lunchtime was similarly nurturing. Children sat in named seats, collected their meals from the hatch, and had the chance to visit a well stocked salad bar with fruit, vegetables and bread. Younger children used trays and school age children used real plates. Gentle, quiet support helped children stay comfortable and reassured. There remained opportunities to further build independence and life skills during lunchtime, such as increasing the range of tasks children could complete themselves.

Families were warmly welcomed into the setting at drop off and collection times. Personalised feedback about children's experiences and wellbeing was shared. This daily communication helped build trust and strengthened relationships between home and the setting.

Families were actively involved across the year in reviewing policies and shaping the improvement plan. Ongoing consultation with both children and families ensured their views influenced decisions and helped keep the setting responsive to their needs. This collaborative approach supported a sense of shared responsibility and contributed to good family connections within the setting.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure children receive high quality care and support, the provider should make sure the service is well led. This should include, but is not limited to, implementing quality assurance, self-evaluation and improvement planning that supports the development of the setting, and supporting staff wellbeing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice". (HSCS 4.11)

This area for improvement was made on 2 September 2024.

Action taken since then

The service has taken clear and effective action to address the recommendation. The newly appointed manager has demonstrated strong motivation and capacity to lead and direct meaningful change within the setting. Their leadership has resulted in:

Improved strategic direction, with clear priorities for development.

Strengthened self-evaluation processes, ensuring these are now purposeful, reflective, and aligned with national guidance.

Robust quality assurance, leading to continual improvement in practice and outcomes for children.

Importantly, the playleader reports feeling fully involved in the self-evaluation process, contributing confidently to discussions about strengths, areas for improvement, and next steps. This collaborative approach has supported shared ownership of improvement and enhanced the quality of provision.

This area for improvement had been met.

Previous area for improvement 2

To ensure children are supported to receive safe and high quality care, the manager should make sure they work collaboratively with the Care Inspectorate. This should include, but is not limited to, notifying the Care Inspectorate of all significant events.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"I experience high quality care and support based on relevant evidence, guidance and best practice". (HSCS 4.11)

and

"I use a service and organisation that are well led and managed". (HSCS 4.23)

This area for improvement was made on 2 September 2024.

Action taken since then

The service has demonstrated sustained improvement in communication with the Care Inspectorate. The manager has ensured that all required notifications are submitted promptly and appropriately, in line with regulatory expectations. Communication has been open, professional, and proactive, enabling effective information sharing and maintaining compliance.

The service now shows a strong understanding of when notifications are required, and systems are in place to ensure these are completed consistently. This reflects enhanced organisational oversight and contributes to ongoing good governance within the setting.

This area for improvement had been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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